

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2019 School Transformation Fund - Planning**

<b>Program authority:</b>	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here.</small>
<b>Grant Period:</b>	July 9, 2018 to May 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 29, 2018	<small>Place date stamp here.</small>
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> (512) 463-2617	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Kermit ISD	248-901	Kermit Elementary	
Vendor ID #	ESC Region #	DUNS #	
1746003097	18	049458227	
Mailing address		City	State      ZIP Code
601 S. Poplar Street		Kermit	TX      79745-4712
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Denise		Shetter	Superintendent
Telephone #	Email address		FAX #
432-586-1000	<a href="mailto:dshetter@kisd.esc18.net">dshetter@kisd.esc18.net</a>		432-586-1012
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Gayle		Fuqua	Business Manager
Telephone #	Email address		FAX #
432-586-1000	<a href="mailto:gfquua@kisd.esc18.net">gfquua@kisd.esc18.net</a>		432-586-1012

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Denise		Shetter	Superintendent
Telephone #	Email address		FAX #
432-586-1000	<a href="mailto:dshetter@kisd.esc18.net">dshetter@kisd.esc18.net</a>		432-586-1012

Signature (blue ink preferred)

Date signed



05/29/2018

701-18-113-024

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

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**Schedule #1—General Information**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For <b>New School Planning</b> models ( <b>Reset</b> and <b>Fresh-Start</b> ), the applicant provides assurance that they will launch or re-launch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Kermit ISD (KISD) is applying for the School Transformation Planning Grant in order to increase resources needed to engage in a year-long planning process to develop a Talent Transformation Model program for our two priority campuses of Kermit Elementary & Kermit Junior High. KISD has two of three campuses for 66.7% of our campuses either priority or focus - 5 priority points. All these grant funds are used to implement the transformation model at high-need campuses - 5 priority points. We do not have a Lone Star Governance Certificate.

KISD is working to Develop a Program of Grant Writing instead of Writing a Grant for a Program. We see the funding of this grant proposal as a way for two-thirds of our campuses to have the resources and goals that align to this concept. We will use the CIP (Campus Improvement Plan) for these two campuses to start the DIP (District Improvement Plan) so that KISD can make this change to better serve our students. We choose the Talent Transformation Model program because from the current CIP/DIP we have determined that staffing changes may be the most effective way to change the culture at KISD to align to the goals of this grant. We have also done informal surveys of the staff and parents to determine what they see at the major needs of our community. The overarching goals that we found are as follows: 1) develop additional staff positions to provide coaching to current instructional staff, 2) develop out-of-school time programs (before, after, summer, etc.) to provide systems to academically accelerate our students while giving them a safe place to be while their parents are working, 3) develop social / emotional learning systems to provide all students with increased resiliency, non-academic 'soft skills,' and help our families better connect to their children so that they can be full partners in their child's education and overall life success, 4) develop better systems to increase College and Career Readiness (CCR) that uses CTE (Career Technical Education) endorsements effectively, and 5) STEM (Science Technology Engineering Math) focus across the core content areas to aid our underrepresented student groups 'see' that they can have a career in these fields either through obtaining industry certifications or post-secondary degrees.

The approach the CIP/DIP and this grant's goals is aligned with the district's strategic priority to develop partnerships and provide targeted autonomy with accountability in the community's highest-priority schools. KISD has designed and implemented a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic action to both improve schools and provide parents with the schools and programs they desire. When this is integrated into the ongoing CIP/DIP yearly updating, KISD will have a system that will change the culture of our community to one that there are high expectations for all students.

**Budget Development:** The budget was developed to meet the TEA (Texas Education Agency) requirements for the grant and identified district/campus needs. The investments are aligned with the spirit of the Talent Transformation Model program for the district to have technical assistances from a qualified provider, as well as developing the staffing positions that will allow the plans that will be developed to be implemented.

**District/Campus Demographics Related to Grant Goals:** Campuses, Kermit Elementary & Kermit Junior High, have the following demographics related to this program (from the 2016/17 TAPR - Texas Academic Performance Report - campus reports).

**Demographics:**

Campus	Enroll	AA%	H%	W%	I%	A%	ED%	ELL%	DP%	AR%	M%	AT%
KE	652	1.4	78.5	18.3	0.5	0.8	72.7	21.8	0.0	53.2	17.1	94.8
KJH	393	1.5	77.9	19.6	0.3	0.5	73.3	12.7	9.3	71.0	13.2	95.0

Key: KE=Kermit Elementary-preK-5, KJH= Kermit Junior High-6-8; Enroll=Enrollment in TAPR; AA=African American, H=Hispanic, W=White, I=American Indian, A=Asian; ED=Economically Disadvantaged, ELL=English Language Learner, DP=Disciplinary Placement, AR=At-Risk, M=Mobility, AT=Attendance Rate; SpE=Special Education; Not Reported="\*"; SS=Social Studies

**STAAR Percent at Approaches Grade Level or Above All Grades: (continued next page)**

Campus	Subject	State%	District%	Campus%	AA%	H%	W%	SpE%	ED%	ELL%
KE	All	75	60	60	56	60	60	24	57	58
	Read	72	55	62	*	62	59	23	58	58
	Math	79	64	63	*	62	68	27	62	65
	Write	67	54	51	*	52	41	*	43	44
KJH	All	75	60	60	56	59	67	33	55	31
	Read	72	55	61	*	59	69	37	56	32
	Math	79	64	62	*	60	69	31	58	37
	Write	67	54	56	*	54	69	*	50	*

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Science	79	70	66	*	66	66	50	62	32
SS	77	60	44	*	40	56	*	34	*

These data show the general needs for the development of Talent Transformation Model program plan of implementation. The work done at these two campuses will allow KISD to determine the most effective system for meeting the needs of its students.

**Needs Assessment Process:** Needs assessment in KISD is an ongoing evaluation through the school year based on district checkpoints and qualitative data. In evaluating school performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted to analyze demographics and student academic achievement. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. KISD is serving all of its priority campuses and does not have focus campuses.

**Management Plan:** KISD and Talent Transformation Model Partner will work together to develop an implementation plan and determine from piloting day-to-day instructional programs the best systems to meet our students' needs. There are multiple phases incorporated in the plan, including developing an operating budget, determining facilities' needs, creating an MOU, recruiting students, and hiring staff. Each phase will require intense collaboration and communication, as well as the district's commitment to continuous improvement.

**Program Evaluation:** The planning grant will be measured through the effectiveness of the partnership plan development and readiness for implementation in 2019-20 school year. In order to exact change, major concerns will be brought forth through stakeholder feedback and conversations throughout the partnership plan development phase. When the evaluation metrics are not being met and progress is not measured, then KISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and KISD is transparent in its communication of these plans to all stakeholders.

All TEA statutory requirements will be met.

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**Schedule #6—Program Budget Summary**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$ 86,030	\$ 2,500	\$ 88,530
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 115,000	\$	\$ 115,000
Schedule #9	Supplies and Materials (6300)	6300	\$ 43,470	\$ 1,500	\$ 44,970
Schedule #10	Other Operating Costs (6400)	6400	\$ 35,000	\$	\$ 35,000
Schedule #11	Capital Outlay (6600)	6600	\$ 10,000	\$	\$ 10,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$ 291,000	\$ 4,000	\$ 295,000
2.011% <u>indirect costs</u> (see note):			N/A	\$ 5,000	\$ 5,000
Grand total of budgeted costs (add all entries in each column):			<b>\$ 291,000</b>	<b>\$ 9,000</b>	<b>\$300,000</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 248-901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$ 58,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
<b>Other Employee Positions</b>				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$ 58,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112	Substitute pay (for teachers to go on excellent school visits to high quality early childhood centers with Montessori approach)		\$ 5,000
26	6119	Professional staff extra-duty pay		\$ 15,000
27	6121	Support staff extra-duty pay		\$ 7,500
28	6140	Employee benefits		\$ 3,030
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$ 30,530
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$ 88,530</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 248-901		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	Talent Transformation Model technical support (10% required)	\$ 45,000
2	Contract for graphic design, publishing and printing of promotional materials for recruitment and community engagement	\$ 10,000
3	Professional Development to implement curriculum	\$ 20,000
4	Various parental programming to increase their understanding of their role as the child's first teacher and to increase their ability to work within the early child care systems and KISD's programs when children enroll in Pre-K-8	\$ 10,000
5		
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$ 85,000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$ 30,000
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$115,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>		
County-District Number or Vendor ID: <b>248-901</b>		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval: Curriculum and Assessment Samples	\$ 44,970
<b>Grand total:</b>		<b>\$ 44,970</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: <b>248-901</b>		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out of state travel for employees to visit high quality early childhood centers with Montessori approach	\$ 10,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members to visit high quality early childhood centers with Montessori approach	\$ 25,000
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$ 35,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**County-District Number or Vendor ID: **248-901**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	High Interest w/lower reading & bilingual	N/A	N/A	\$ 10,000
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$ 10,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	474/288	72.7%/73.3%	First numbers are demographics from Kermit Elementary and Kermit Junior High demographics
Limited English proficient (LEP)	142/50	21.8%/12.7%	
Disciplinary placements	0/42	0.0%/9.3%	
Attendance rate	NA	94.8%/95.0%	
Annual dropout rate (Gr 9-12)	NA	NA	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	14.4/10.5	40.0%/42.9%	
6-10 Years Exp.	3.0/1.6	8.3%/6.4%	
11-20 Years Exp.	13.6/5.0	37.8%/20.3%	
20+ Years Exp.	5.0/7.5	13.9%/30.4%	
No degree	0/0	0%/0%	
Bachelor's Degree	33.4/19.4	92.7%/79.0%	
Master's Degree	2.6/3.5	7.3%/14.1%	
Doctorate	0/1.7	0%/6.9%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
88	110	100	117	123	114	89	112	94	98					1,045

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
4	5	4	4	5	4	3	4	3	3					39

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**Schedule #13—Needs Assessment**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment Process:** Needs assessment in KISD is an ongoing evaluation throughout the school year based on district checkpoints and qualitative data. Initial needs assessments begin with evaluation of standardized assessment results and other critical factors. In evaluating overall district performance, a Needs Assessment utilizing a focus on "Multiple Measures of Data" was conducted by a cross-departmental team for the development of the District Improvement Plan to analyze demographics, student academic achievement, district process and procedures as well as perceptions. From this analysis, problem statements were identified and then a root cause analysis was conducted for each of these areas. Specific targeted strategies were then delineated to impact the root cause. The plan developers also gathered input from the superintendent's leadership team and District Education Improvement Committee (DEIC) representatives.

KISD's 2017-2018 Improvement Plan began with a Comprehensive Needs Assessment, where the data in the chart below data was collected and analyzed and 20 Root Causes were identified. Then, the DEIC team met quarterly to review and revise the District's needs and prioritize them.

DATA SOURCES	
District Benchmarks	Universal Screener Data
Community Feedback Surveys	Parent Surveys
Parent Engagement/Volunteer Data	Discipline Data – Referrals
STAAR/EOC/TAPR/Report Card	PBMAS
Student Attendance/Dropout Rate	Coordinated Health Plan
Violence (Bullying) Prevention	PSAT/SAT/ACT/TSI
Advanced Placement/Dual Credit	College Readiness
Graduation Rates/Completion Rates	SSI Data
DAEP Enrollment	In/Out of School Suspension
Staff Surveys; HR Exit Surveys	T-TESS; T-PESS
Budget (2-5 years)	PEIMS

This process was helpful in allowing KISD to identify the two priority schools with the greatest need for high-quality learning partnerships. The district has been aggressively focused on developing a comprehensive view of schools by using existing state and federal accountability data as an indicator of school quality coupled with other data such as enrollment to determine the highest need campuses currently in Kermit and potential school actions

**Campuses to Be Served:** Are Kermit Elementary and Junior High which are the two campus of KISD's three that are priority.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Opportunity to increase the amount of students from low-income backgrounds attending high-quality early childhood programming.	Creating partnerships with high-quality Pre-K-8 partners will expand access to programs so that these two campuses will better meet the needs of our students.
2.	Opportunity to align KISD's high quality Pre-K-8 curriculum and provide continuity across programs, so children transition to high school with the skills to be CCR (College and Career Readiness).	Increase the number of students coming to school ready to learn in the Pre-K-8 grades. The grant will increase the opportunities for students in our community to be served by high-quality educators. Baseline, formative, and summative data using a user-friendly, technology-driven tool that enables a teacher to quickly assess a child's progress in a particular skill area, will demonstrate improvement.
3.	Opportunity to increase the number of students who are reading and doing math at grade level in the elementary & junior high grades. This vertical and horizontal alignment will ensure that students are on grade level thus not creating an achievement gap that is difficult to close and resulting in one reason why students are performing below their peers in the state and district.	Increase the percentage of students in grades Pre-K-8 who are economically disadvantaged and are reading on or above grade-level to 90% by the end of the school year 2020. Provide other core content area growth at a level determined in the planning of the other subject areas.
4.	Increased opportunity for teachers to be grounded in researched based education instructional strategies and curriculum.	Grant funds will allow for teachers to receive quality professional learning with experts in the field of early childhood. In addition, funds will allow teachers and administrators to travel to high performing campuses to glean best practices to take back to KISD.
5.		

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**Schedule #14—Management Plan**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	<b>To Be Hired:</b> <ul style="list-style-type: none"> <li>Grant program, budget oversight, and fiscal management</li> <li>Compliance with Pre-K requirements</li> <li>Bachelor level with 3+ year's of teaching or related experience (preferably in elementary or Pre K setting)</li> <li>Texas teaching certificate a plus but life experience may be used</li> </ul>
2.		
3.		
4.		
5.		
6.		

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Develop Year One Operating Budget and Multi-Year Financial Model for partner and ISD	1.	Initial meeting with finance partners to review budget template	7/23/2018	7/27/2018
		2.	Meeting to relay current budgets, intended future shared services, FTEs, etc.	7/30/2018	8/10/2018
		3.	1 <sup>st</sup> , 2 <sup>nd</sup> , and Final Draft of budget created, reviewed by ISD and revisions are suggested	8/13/2018	9/21/2018
		4.	ISD Board Approval	1/28/2018	2/1/2019
2.	Create MOU between ISD and partner	1.	Initial meeting with attorney to review MOU template	8/31/2018	9/7/2018
		2.	Meeting with ISD and attorney to negotiate shared services, employees, and term of agreement	9/10/2018	10/5/2018
		3.	1 <sup>st</sup> , 2 <sup>nd</sup> , and Final Draft of MOU created, reviewed by ISD and revisions are suggested	10/15/2018	11/16/2018
		4.	ISD board approval	11/26/2018	11/30/2018
3.	Integrate Pre-K-8 TEKS into the overall program	1.	Develop system to link the data from planning to the overall TEKS	3/30/2018	5/30/2019
		2.	Provide aligned staff development of the 2019/20 school year	3/30/2018	5/30/2019
		3.			
4.		1.			
		2.			
		3.			
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		2.			
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6.		1.			
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		3.			
7.		1.			
		2.			
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8.		1.			
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		3.			
		4.			
		5.			

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Monitoring Attainment of Goals:** Kermit ISD (KISD) is a proud district of Innovation and a member of the Texas Education Agency's System of Great Schools Network. KISD has four goals that they are trying to accomplish to achieve their mission: Kermit ISD will ensure the social, emotional, and academic development of every student through innovative opportunities. These five goals are: 1. Be a District of choice in the Texas Region based on student success. 2. Be a "great place to work" where employees find purpose, do worthwhile, and make a difference. 3. Serve internal and external customers in partnership to support the highest levels of student success. 4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom. 5. Allocate resources and seek non-traditional resources for sustainability with a relentless focus on efficiency and effectiveness based on priorities of student success.

For Goal #1, KISD uses STAAR scores in all subjects, end of course results, the Tejas Lee, TPRI, Graduation Rates, the 2018 Accountability Report, AP and College Readiness Scores (SAT, TSI), Graduation Transcripts, Weekly ADA reports, campus climate surveys conducted with students and teachers, discipline data, TELPAS, and PBMAS to monitor attainment of this desire to be a district of choice due to student success.

For Goal #2, KISD uses Customer Service Kiosks to measure internal and external customer satisfaction and teacher and principal retention rates to measure progress towards KISD being a "great place to work."

For Goal #3, KISD uses the number of district wide partners, communication logs, family engagement calendar with agendas and sign-in sheets, the number of Communities in Schools case-managed students who have improved in academics and behavior and attendance year over year, and surveys and data from walkthrough reports to meet their goal to serve internal and external customers in partnership.

For Goal #4, KISD uses the number of new partnerships for students with disabilities, teachers' lesson plans reflecting additional curriculum used with a technology focus and centers posted as well as Pre-K-8 guidelines being implemented, Pre-K teachers use of Heggerty book in lesson plans, the number of teachers attending professional development training to support the math and numeracy implementation, the increased number of Facebook likes and Twitter followers, enhanced behavior charts and best practice materials, Physical Education and Health Services Data reports, a record of how many homeless families receive services, professional development surveys, monthly dual language PLCs, classroom walkthroughs, number of Pre-K-8 lesson plans taught outside, and the number of students who attend field trip and other community-based events to ensure that KISD is engaging students in a variety of individualized and flexible learning opportunities both inside and outside of school.

For Goal #5, KISD uses electronic portfolios for individual students, the amount of students teachers register at various state conferences in Music, Dance, Theatre, Art, and UIL contests and competitions, a published cycle for technology end-user devices, and department and campus budget reviews to achieve KISD's goal of allocating resources with a relentless focus on efficiency and effectiveness.

**Feedback and Continuous Improvement:** Kermit ISD constantly seeks continuous improvement and welcomes the opportunity through formal surveys and informal feedback for the development of grant proposals and the updating of Campus and District Improvement Plans (CIP/DIP). When the evaluation metrics listed above are not being met and progress is not measured, then KISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and KISD is transparent in its communication of these plans to all stakeholders through one-on-one or small group meetings, all-staff meetings, internal and external email memos, parent letters, parent information nights, community events, and social media sites, like Facebook and Twitter. All of this data is used in the continuing updating of our 5-year Strategic Plan system to ensure that all programs align to long-term general goals of our school district. KISD also commits to sharing changes in plans with TEA and other ISDs who seek information on how we created this system.

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Similar Efforts:** Kermit ISD (KISD) funding supports standards related to curriculum, teacher qualifications, academic performance, family engagement, and Pre-K program quality improvement. KISD anticipates being able to leverage this partnership and grant funds to enhance this new program. KISD anticipates being able to share the knowledge, curriculum, and other resources from the KISD to further improve student outcomes. Similarly, KISD is excited to learn from the wealth of knowledge and experience that the Operating Partner has to offer to enhance KISD's overall Pre-K-8 experience for families.

**Commitment:** Sustainability and commitment is an ongoing focus of KISD. The individuals in the partnership will be meeting on a regular basis to assess the progress of the partnership and to ensure that grant funds are being spent efficiently and effectively to supplement and not supplant. These project participants intend to recruit teachers and students early on to invest in the new Pre-K-8 Partnership, so they will hold KISD to high expectations to fulfill their promise on providing high quality Pre-K-8. Commitment will be solidified by providing district and partnering Pre-K-8 teachers and educators with access to high quality professional development opportunities, coaching, mentoring, and resources that enhance their instructional skills, improve teacher effectiveness, and support career growth. KISD will also apply for federal, state, and private grants to sustain activities.

Through an established Advisory Task Force made up of partners and families, we will continue to evaluate and set needs of the program. This will allow KISD to continue our community partnerships, which support and promote high-quality early childhood education.

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**Schedule #15—Project Evaluation**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Pre-K-8 Student Academic Achievement Results	1.	Pre-K-8 Assessments indicating that at least 90% of students are meeting benchmarks in reading, math, social-emotional, and physical development
		2.	Pre-K-8 Assessments indicating that at least 90% of students are demonstrating progress across all sub populations
		3.	At least 90% of students end the year "Kindergarten Ready" according to Kindergarten Readiness Assessments with similar results at all campus transition points.
2.	Quarterly Survey and Interviews with Staff and Families	1.	Results indicate that at least 90% of staff and families are satisfied with Pre-K-8 Program
		2.	Results indicate that at least 90% of families feel engaged with their school
		3.	At least 90% of staff report feeling more confident and knowledgeable in Pre-K-8 compliance and facilitating quality instruction.
3.	Formal Teacher Observations and Evaluations	1.	At least 90% of teachers demonstrate growth during formal evaluations and observations throughout the year
		2.	At least 90% of teachers receive at least a Satisfactory rating according to Teacher Rubric
		3.	At least 90% of teachers conduct at least one peer observations throughout the year
4.	Elementary Academic data two campuses	1.	At least 90% of students will perform on grade level on K-2 Assessments
		2.	STAAR data will show at least 25% improvement when K students take 3 <sup>rd</sup> Grade STAAR and 10% improvement for the other grade levels
		3.	At least 90% of students will achieve their state growth goal on STAAR across all sub populations
5.		1.	
		2.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
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		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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**Schedule #15—Project Evaluation**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Processes for Collecting Data:** Project Director, in collaboration with KISD's Director will provide training to the teachers who will give the assessments, and oversee that the teachers are administering the test with fidelity and scoring the assessments with accuracy. This data will be shared with students, families, and staff to have transparency around gaps in overall programming, curriculum, instructional delivery, and individual student learning. *Quarterly survey and interviews with staff and families:* Anonymous surveys will be distributed to staff and families to measure satisfaction, engagement, and development. Results will be calculated and shared with staff, families, and the community highlighting areas of strength and areas of growth. *Formal Teacher Observations and Evaluations:* A standard Teacher Evaluation Rubric and Observation feedback form will be used to provide teachers feedback on certain areas of their teaching practice in order to continue what's working well to achieve student results and what action steps need to be taken by the teacher to improve student outcomes. The Observations and Evaluations will always be shared individually with the teachers, so they know on what they need to focus their improvement. The data will also be analyzed at the school-level to determine trends needing to be focuses of upcoming professional development and best practices found in the field to share with other teachers. *Elementary Academic data at Bluebonnet and Shadowglen:* In K-2, students will be assessed in Reading and Math throughout the year using formative and summative assessments to ensure that they are on track by the time they reach third grade. Starting in third grade, students will take benchmarks leading up to the STAAR tests, which will allow teachers the opportunity to set growth goals, adjust their overall instruction, or tailor instruction to meet certain needs of students possibly from various sub populations. Administrators and Teachers will then use the actual STAAR data, once released, to determine whether or not the schools' and individual students' results improved. The importance in attending school everyday, even at the Pre-K-8 level, will be emphasized, so students will not miss out on instruction and families can start off on a strong foundation of success in understanding the importance of being at school, on time, everyday.

**Problems with Project Delivery Identified and Corrected:** During its first year of implementation, the new Partnership will be hyper aware and in tune to the data collected from using all of the evaluation tools listed above to ensure that the new site has a strong launch and founding year to build upon in subsequent years. In order to be an attractive option for families, KISD and the Partner will quickly identify any areas of inefficiencies or sub-par teacher and student performance to quickly course correct. The Project Participants will hold step back meetings to determine root causes to any barriers or obstacles preventing teachers and students from meeting their goals and set new measurable goals for improvement. Meetings will be held with teachers who are not meeting the bar of excellence set forth and achieving Satisfactory ratings on the Teacher Evaluation Rubric, and meetings will also be held with families to remind them of their commitment to their child's education when expectations, like punctuality and attendance, are not being met.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Statutory Requirement 1a:** Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Support the Focus School with the Development and Implementation of a Targeted School Improvement Plan:**

Both campuses are 2017-2018 Priority Schools with School Improvement Plans already in place. Both schools identified similar problem areas and root causes that have contributed to low student achievement results. These problem areas are related to Staff Demographics; Student Achievement; School Culture and Climate; Staff Quality, Recruitment, and Retention; Curriculum, Instruction and Assessment; Family and Community Involvement; School Context and Organization; and Technology. The specific root causes are: 1. High Teacher turnover rates. 2. Teachers not receiving enough professional development to ensure student success. 3. Changes in administration and teachers making it difficult to establish a positive campus culture. 4. School-wide norms and guidelines for teachers not being clear or streamlined. 5. Lack of Professional Development to teach culturally relevant curriculum and pedagogy. 6. Failure to integrate families and community into the daily life of the school to build positive partnership relationships. 7. Inconsistent staff expectations that are not aligned with district expectations or focused on the school's mission. 8. Updates needing to be made to use of technology in order to meet the needs of being a 21<sup>st</sup> century campus. The Improvement Plans are aligned to the KISD's 5 District Goals with established Performance Objectives and Methods to Evaluate effectiveness. *Goal 1: Be a district of choice in this Texas Region based on student success:* The 1<sup>st</sup> Performance Objective is to Establish 75% of all K-2 students at appropriate DRA levels by the end of the year using the EOY DRA results to measure success, and to accomplish this goal teachers will meet three times a week for PLC's. The 2<sup>nd</sup> Performance Objective is to improve school attendance for all students by 1% by working with district personnel to develop strategies and increase school attendance by system daily. The 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Performance Objectives are to increase Reading (by 7%), Math (by 6%), and Writing (by 11%) STAAR passing percentages for all students and each student group performance through small group instruction, in-school and after-school intervention maximizing all available personnel and targeting at-risk and LEP students, on the STAAR measures of success. Performance Objective #1 is to communicate with all staff members in writing and Google calendar on a weekly basis and all parents on a monthly basis. Additionally, communication will come through newsletters, Twitter, flyers, and the school web page to promote parent/community involvement. Sign in sheets from the events will serve as data to support percentages of parental involvement. Performance Objective #2 is that 50% of Parents will attend events, workshops, and volunteer opportunities, which will be tracked via sign-in sheets, raptor, and PTA minutes. Performance Objective #3 is to celebrate campus accomplishments on a bi-monthly basis to parents and community through email, campus newsletter, and notes sent home in student folders. *Goal 3: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom:* The 1<sup>st</sup> Performance Objective is that 50% of parents, mentors, and volunteers will become involved in school activities as evidenced by sign in sheets, Raptor, and PTA minutes. The 2<sup>nd</sup> and 3<sup>rd</sup> Performance Objectives are that 100% of students will be provided with SEL lessons on a weekly basis measured by teachers' lesson plan submissions and SEL walkthrough data with the Counselor providing SEL lessons on a weekly rotation to all grade levels. The 4<sup>th</sup> Performance Objective is that the Fitnessgram will be provided to students twice a year to meet state requirements and lessons will be entered into system to progress monitor throughout the year. *Goal 4: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success:* The 1<sup>st</sup> Performance Objective is to increase the effectiveness and create a PBIS system that will ensure 50% more students are going to be evaluated with greater scrutiny through the PBIS process measured against the number of office referrals through Skyward.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Monitoring Schools Receiving Title 1, Part A Funds:** The Federal Programs Director tracks the funds received by the Title 1 Campuses. In the CIP/DIP process the amount of Title I funds by campus are allotted. From this allotment, the Business Office provides the campus with fund-codes. Requests for purchases are given to the Federal Programs Director who reviews the request and supporting documentation to assure that the Title 1 guidelines are being met and then the request is forwarded to the Business Office for processing. This system assures that Maintains of Effort requirements are met and the grant funds supplement these funds.

**Monitoring School Improvement Plans and Implementation:** Kermit ISD has a system in place where it conducts Formative Reviews of its campuses every e weeks, starting in October and ending in May. Campus goals are based on district goals while strategies are driven by individual campus needs and data. These data will integrated into the overall assessment of the performance of the campuses.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Statutory Requirement 1c:** Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Rigorous Review Process:** KISD will use a Request for Proposal, which details the scope of the work and the specific characteristics the district is seeking. The District adheres to the RFP process and makes a determination whether or not to partner.

The District has also contacted the service center, other districts that have done similar work, and TEA for the names of individuals who have created similar partnerships. KISD then asks a series of questions to determine if the external partner is a good fit for KISD.

KISD will use a matrix to screen the interested partners and then invite them for an onsite interview/presentation before a team who will make the final decision.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Statutory Requirement 1d:** Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Aligning Other Resources:** KISD, is looking for other non-traditional resources, so there are many ways in which we will be aligning these funds to carry out the activities supported with the School Transformation Funds. With increased attendance and the additional increase to ADA funding, KISD will have more tax-based funds to maintain various aspects of the program in addition to the new funds gained by increase enrollment. All of these items will help KISD maintain the program beyond the life of the grant and assure that all funds from all sources are used effectively. The various departments at the district offices will use Maintenance of Effort concepts to link the other funding sources to this program so that the most effective use of all resources is achieved.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Statutory Requirement 1e:** Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Modification to Provide Operational Flexibility:** KISD will work with technical provider in the development of policies and procedures that promote the goals of this grant PreK-8 program at the two campuses. The CIP/DIP process will be used to develop campus specific systems that support the efforts and make the Partnership a success. The various district offices at KISD, because of goals set in the strategic plan, have systems to change methods of providing services that align with the District of Innovation guidelines and allow for the effective operation of grant funded programs. Within this system, KISD uses guidance provided by TEA and TASB (Texas Association of School Boards), which we are a member. TASB provides information for the management of schools that has both local and legal updates.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Incorporation of Evidence-Based Strategies:** The district will incorporate guidelines that synthesize current knowledge of theory and scientific research about how children develop and learn. The guidelines provide insights as to the current thinking of early childhood and higher grade level professional leaders that "a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relevant learning experiences". The guidelines outline the behaviors and skills that children are to demonstrate and achieve, as well as instructional strategies for teachers to implement. The guidelines provide "information on responsive teaching practices, the physical arrangement of a prekindergarten classroom, professional development as the key to high-quality prekindergarten programs, the involvement of families for better school readiness of children, strategies for bilingual instruction, considerations for children with special needs and disabilities, and methods of monitoring children's progress."

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**TEA Program Requirement 1a:** Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Partnership Planning**☐ P2 Partnership☐ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☒ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**TEA Program Requirement 1b:** Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Vision for Improving Campus(es):** The campuses have struggled with academic performance, which might infer that the school's initial progress but we believe having this change in culture will promote better performance.

As soon as approval is given, recruitment for staff and students will begin. The School Leader will be knowledgeable about TEKS and will not hesitate to get additional guidance regarding the implementation of high quality Pre-K-8 programs. On a regular basis, the School Leader and the teachers will examine the progress. The team will monitor the progress of the students and communicate with parents weekly.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **248-901**

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Broader Strategy of the LEA:** This School Transformation Fund aligns to Kermit ISD's theory of action: *System of Great Schools* in the way that this theory focuses on giving more autonomy to individual campuses, allowing parents to make choices, and focusing on low performing schools. Just as the strategy states, "If the district devolves autonomy from the central administration to campuses," Kermit ISD will be giving autonomy to the campuses over staffing, curriculum, and programming. This will allow our two priority campuses to have a method to change their culture and make our students life-long learners.

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**Schedule #18—Equitable Access and Participation**County-District Number or Vendor ID: **248-901**

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **248-901**

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 248-901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **248-901**

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **248-901**

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **248-901**

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **248-901**

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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